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THE
THOMAS
READ
WORD BOOK

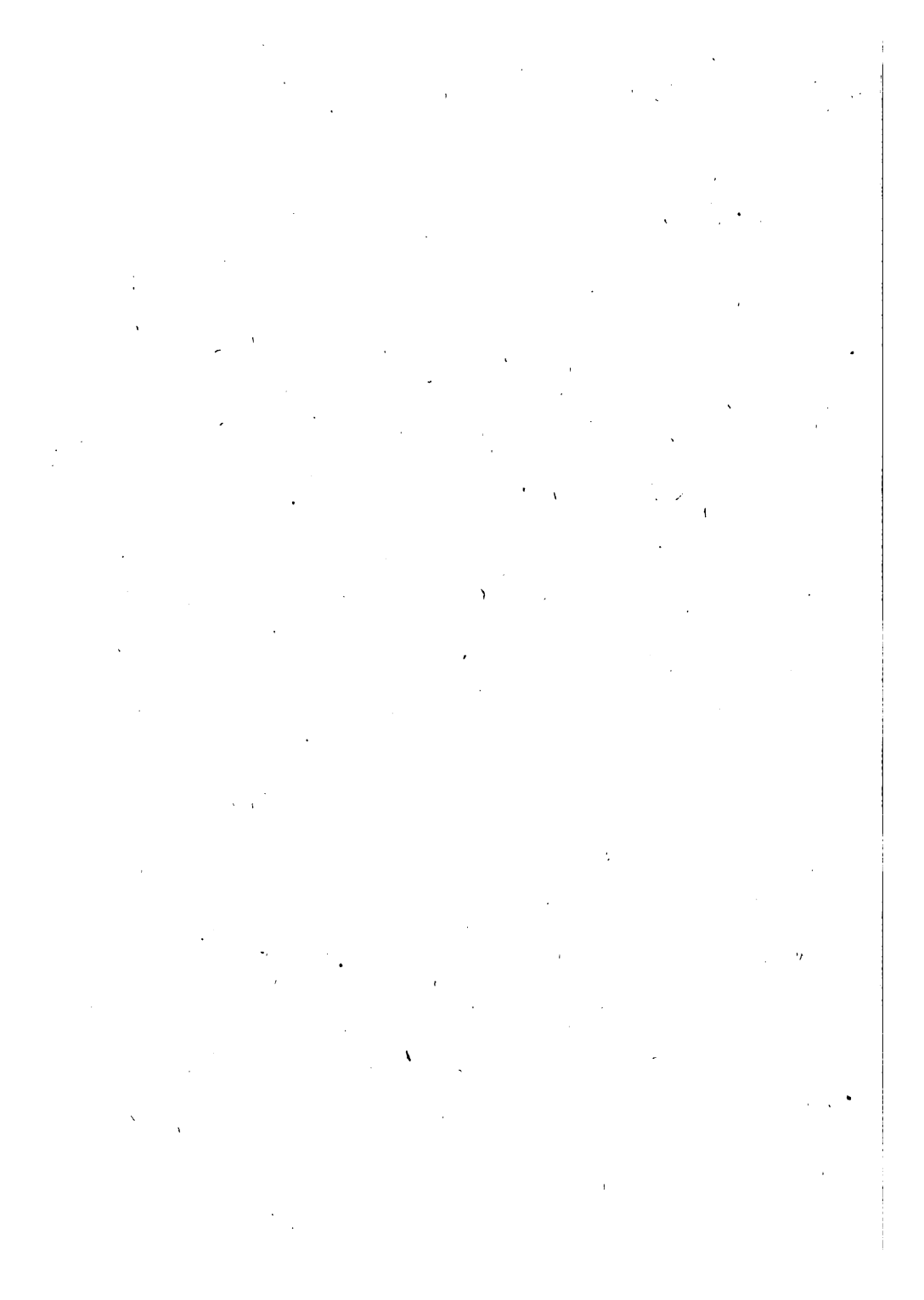
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THE THOMPSON READERS

WORD BUILDING

FOR RECITATION AND SEAT WORK

BY

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SILVER, BURDETT AND COMPANY

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JUN 13 1918

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TO TEACHERS

While the pupil is reading the first twenty pages of Book One, word building of a general nature is taught by the use of this book, supplemented as may be necessary by work upon the blackboard. Beginning with the reading lessons on page 21 in Book One, the new words in each reading lesson may be developed before the pupils are asked to read the lesson orally. At this early stage, however, many words must still be learned memoriter, as sight words; these will in most cases furnish key words for future word building. Teachers should notice that the same word is always used to recall a related word part, *e.g. Jill* for *ill*, *got* for *ot*, etc.; or to recall an initial consonant, *e.g. went* for *w*, *came* for *c*, etc.; a word being used for both purposes as far as possible, *e.g. get* for *g* and *et*, *them* for *th* and *em*, etc. The list of key words and word parts derived from them for Books One and Two is given in the manual.

The key words from which word parts are derived are repeated in this book whenever the pupil is to use them in naming new words. The words from which the single initial consonants are derived are as follows: *J—Jill*, *w—went*, *h—hill*, *t—to*, *g—get*, *p—pail*, *f—fell*, *d—down*, *c—came*, *b—bed*, *m—mend*, *r—ran*, *l—lost*, *s—so*, *N—Nat*, *K—Kate*, *v—very*, *y—you*. In the first lessons in word building, the word from which the pupil has learned the initial consonant is given, so that the consonant may be more readily recalled. Later in the lessons, this key word is omitted, for the pupil soon learns to give the consonant sounds.

In the first lesson in word building on page 7, let the pupil read the first two lines, *Jack and Jill*, and then the third line, *Jill—ill—hill*. He is supposed to know the words *Jack*, *and*, *Jill*, and *hill* by their location in the jingle. Many pupils will name *ill* without assistance, from its being a part of two known words, *Jill* and *hill*. If the pupil cannot name it, name it for him. Now

in the fourth and fifth lines, have the pupil break the words as indicated. Finally have him point out and name *ill* wherever he finds it on the page (and on the following two or three pages if desired). Have him in a similar manner find, sound, and name *J* and *h*. Be careful to sound the word parts and consonants accurately and clearly. The teacher should be a good model for the pupil to imitate, for imitation should play a large part in these first lessons. The pupil should practice breaking words after the initial consonant, using at first *Jack*, *Jill*, *hill*, and *went*. These three consonant sounds, *J*, *h*, and *w*, are probably the easiest of all the consonant sounds for the child to give correctly. Have the pupil constantly practice sounding and naming the other initial consonants as they are separated. This should always be done by individual work. Avoid strain and exaggeration. The ability to sound at sight the first fifteen consonants introduced in these lessons will, with the key words, enable him to name nearly all of the new words as they appear. Treat the word parts as if they were words, as many of them are, e.g. *ill*, *ail*, *and*, *up*, *ell*, *end*, *an*, *at*, *ate*, etc., thirty-seven in Book One.

What we discover for ourselves, we rarely forget; and to use the mind in discovering new facts, new knowledge, and new truths is natural and pleasurable. These two pedagogical principles are the foundation of the making and the use of this little book on Word Building. It is to be put into the pupil's hands for use at his seat, so that he may discover and name for himself the new words. Of course he cannot do this at the very first. He must be helped and directed by the teacher in recitation. Pupils will also vary greatly in ability to name new words, unaided except by the book. Teachers should remember that the slowest at first are often the most rapid later, and that in nearly all cases the power will come seemingly all at once, after many discouraging and fruitless attempts. As the philosopher says, "All beginnings are difficult." After using the book at his seat, the pupil should go over the words in recitation before the reading lesson.

After having gone over the first nine pages with the pupil and being sure that he can sound all the consonants, word parts, and words on these pages at sight, the teacher may ask him to find for himself at his seat, the names of the new words in the last

column on page 10. Make sure later in recitation that all pupils can do this, giving whatever help may be necessary. On page 11 the words are not broken, but are arranged in vertical columns with the key word at the top. Most pupils, if they have been carefully instructed in the work of the preceding pages, will name the new words at sight. Further suggestions will be found at the bottom of pages where they seem necessary. On page 28 the key word *crows* should be broken before the final *s*, and thereafter teachers may break words in this way whenever desired. Pupils will drop a final *s* or add one without hesitation, and this power may be easily extended to other sounds.

In reading Book Two, or even earlier, both the reading book and the word building book may be given to the pupil at his seat with instructions to try to read the new selection, using the word-building book to help him in naming any new words. In the higher books of this series, the pupil should read the selections silently for seat work, before telling them, dramatizing them, and reading them in the recitation.

The first twenty pages of Book One require a reading vocabulary of 83 words, and the remainder of the book 462 additional words, 245 of which the pupil should name for himself; 105 others are learned as sight words and used later as key words in the word building, leaving only 112 words as strictly memoriter words. Many of these 112 may be built if teachers desire to carry the building to such an extent. Book Two requires an additional reading vocabulary of 375 words, 280 of which the pupil should name for himself; 35 others, learned as sight words, are used later as key words for word building, leaving only 60 as strictly memoriter words. Thus, from a reading vocabulary of 920 words in Books One and Two of the Thompson Readers, the pupil should name 525 for himself by the use of this book on Word Building, and only 172 are strictly sight, or memoriter words. In addition to the required 920 words, the pupil has named on the word-building pages, nearly 3000 other words of his spoken vocabulary, all of which he will use in his later reading. By this extremely simple and natural analysis and synthesis of words, he has also gained power to name practically any new word.

A a
C c
E e
G g
I i
K k
M m
O o
Q q
S s
U u
W w
Y y

B b
D d
F f
H h
J j
L l
N n
P p
R r
T t
V v
X x
Z z

1 2 3 4 5
6 7 8 9 10

WORD BUILDING

BOOK ONE



JACK AND JILL

Jack	and	Jill
Jill	ill	hill
J-ill	ill	h-ill
J-ill	ill	H-ill
J j	ill	H h

Have the pupils name the words and break them as indicated by hyphens. Have them find, point out, and name the word *ill* wherever it occurs, and sound *j* and *h*.



Jack and Jill
Went up the hill.

Jill J-ill ill hill

went w-ent went w-ent

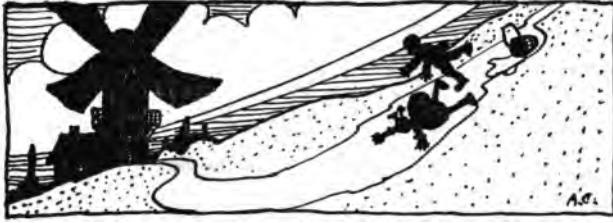
Went w-ent w-ill will

W-ill will w-ill Will

Jill ill Hill will

J j H h W w

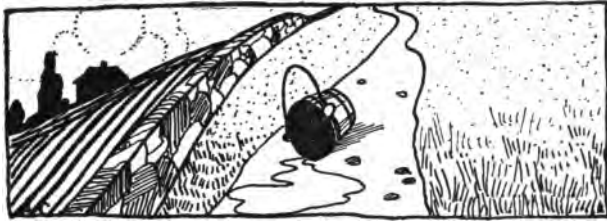
Read across the page. Have the pupils break words as indicated,
sound *j* and *w*, and find and name the word parts *ill* and *ent*.



Jack and Jill
Went up the hill
To get a pail of water.

h-ill	and	h-and	hand
J-ack	h-ill	h-ack	hack
pail	p-ail	p-ack	pack
p-ail	ill	p-ill	pill
h-ill	p-ail	h-ail	hail
J j	H h	W w	P p

Read across the page. Break the words as indicated. Find and sound *j*, *h*, and *p*; find and name the word parts, *and*, *ack*, *ill*, and *ail*.



To	t-o	t-ack	tack
ill	t-o	t-ill	till
<u>t</u> -o	p-ail	t-ail	tail
w-ent	t-o	t-ent	tent
w-ent	p-ail	w-ail	wail
get	g-et	w-et	wet
J-ack	g-et	j-et	jet
J-ill	p-ail	j-ail	jail
up	p-ail	p-up	pup
g-et	p-ail	p-et	pet
g-et	ill	g-ill	gill

Read across the page, breaking words as before. Let the pupils try to name the unbroken words in the last column at their seats before the lesson. Have them name them at the beginning of the lesson, if they can, and always at the end of a lesson.



<u>ill</u>	<u>ail</u>	<u>ack</u>	<u>ent</u>
Jill	jail	Jack	went
hill	hail	hack	tent
will	wail	pack	
pill	pail	tack	<u>et</u>
till	tail	hack	get
gill			jet
pill	<u>and</u>	<u>up</u>	wet
will	hand	pup	pet
J j	W w	H h	T t
G g	P p		

Read columns vertically. Name and sound letters below the columns. Let the pupils use their books at their seats before the lesson and try to name the words without the teacher's help.

Jack fell down
And broke his crown
And Jill came tumbling after.

f-ell	w-ent	w-ell	well
ell	t-o	t-ell	tell
d-own	f-ell	d-ell	dell
t-o	d-own	t-own	town
d-own	g-et	g-own	gown
br-oke	cr-own	br-own	brown
br-oke	J-ill	j-oke	joke
w-ent	br-oke	w-oke	woke
P-ail	br-oke	p-oke	poke

D d ell own oke f F

Read across the page. Break and unite words as indicated. Have the pupils try to do this at their seats before the lesson. Have pupils recall words they may have forgotten, by location in the jingle as printed on this and previous pages.



c-ame	t-o	t-ame	tame
g-et	c-ame	g-ame	game
f-ell	c-ame	f-ame	fame
d-own	c-ame	d-ame	dame
d-own	t-o	d-o	do
ill	f-ell	f-ill	fill
w-ent	d-own	d-ent	dent
c-ame	up	c-up	cup
ail	f-ell	f-ail	fail
br-oke	c-ame	c-oke	coke
cr-own	J-ack	cr-ack	crack

Read across the page. Use book for seat work as suggested in the introduction.

<u>ill</u>	<u>ame</u>	<u>ail</u>	<u>ell</u>								
Jill	came	jail	well								
hill	tame	hail	tell								
will	game	wail	fell								
pill	fame	pail	dell								
till	dame	tail									
gill	game	fail	<u>broke</u>								
fill	came	hail	<u>coke</u>								
dill			woke								
will	<u>et</u>	<u>to</u>	joke								
	get	do									
<u>up</u>	wet										
pup	pet	<u>and</u>	tent								
cup	get	hand	dent								
j	w	h	t	g	p	f	d	cr	br	C	c

Read columns vertically. Use book for seat work preceding lesson on word building.

Up Jack got
And home did trot
As fast as he could caper.

g-ot	h-ill	h-ot	hot
t-o	tr-ot	t-ot	tot
p-ail	g-ot	p-ot	pot
d-own	tr-ot	d-ot	dot
g-ot	c-ame	c-ot	cot
d-id	h-ill	h-id	hid
f-ast	p-ail	p-ast	past
c-ame	f-ast	c-ast	cast
h-e	w-ent	w-e	we
c-ould	w-ent	w-ould	would
c-aper	p-ail	p-aper	paper

Read across the page, breaking and uniting words as indicated. Use book for seat work preceding lesson on word building.

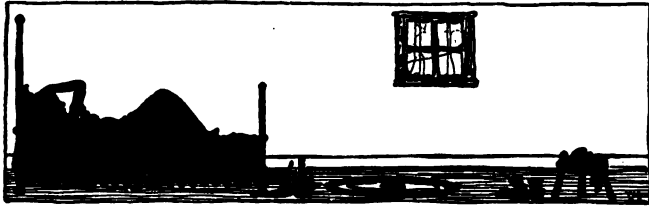
He went to bed
 To mend his head
 With vinegar and brown paper.

b-ed	w-ent	w-ed	wed
f-ell	b-ed	f-ed	fed
b-ed	h-e	b-e	be
h-e	m-end	m-e	me
m-end	t-o	t-end	tend
b-ed	end	b-end	bend
h-ead	d-own	d-ead	dead
br-oke	h-ead	br-ead	bread
h-ead	tr-ot	tr-ead	tread
tr-ot	J-ack	tr-ack	track
ill	tr-ot	tr-ill	trill
tr-ot	ail	tr-ail	trail

B b

M m

Read across the page, breaking and uniting words as indicated. Use book for seat work.



b-ed	J-ack	b-ack	back
and	b-ed	b-and	band
ill	b-ed	b-ill	bill
b-ed	w-ent	b-ent	bent
g-et	b-ed	b-et	bet
b-ed	ail	b-ail	bail
f-ell	b-ed	b-ell	bell
ill	m-end	m-ill	mill
m-end	g-et	m-et	met
ail	m-end	m-ail	mail
d-id	b-ed	b-id	bid
f-ast	m-end	m-ast	mast

Read across the page. Use book for seat work.

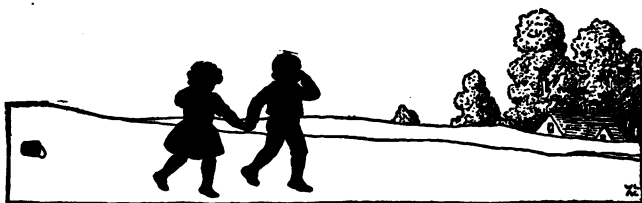
<u>got</u>	<u>he</u>	<u>bed</u>	<u>bed</u>
hot	we	wed	band
pot	be	fed	bill
	me		bent
did	she	<u>head</u>	bet
<u>hid</u>		<u>dead</u>	bail
bid	<u>could</u>	bread	bell
	would	tread	bid
<u>out</u>			bend
pout	<u>mend</u>	<u>track</u>	
shout	tend	trill	<u>mend</u>
stout	bend	trail	mill
		trot	met
<u>fast</u>	<u>caper</u>	trend	mail
mast	paper	tread	mast

Read vertically. Use book for seat work. Recall forgotten key words by location in the jingle.



<u>rolled</u>	<u>so</u>	<u>cap</u>	<u>her</u>
roll	s-o	c-ap	h-er
crack	O	t-o	roll
cracked	Jo	t-ap	roll-er
back	go	tap	roller
backed		gap	crack-er
crown	<u>lost</u>	tr-ot	cracker
crowned	l-ost	trot	backer
down	came	tr-ap	browner
downed	c-ame	trap	faster
brown	c-ost	m-ap	mender
browned	cost	map	roller

Read vertically. Let the pupils try to name these words by using the books at their seats and without the teacher's help. Power to do this will come by practice. Teachers should not be discouraged if the power is almost entirely lacking at first. This page will be somewhat difficult.



<u>h</u> at	<u>r</u> an	<u>b</u> ut	tan
h- <u>a</u> t	r- <u>a</u> n	b- <u>u</u> t	pat
at	an	hill	cat
pat	tan	h-ill	fan
fat	pan	hut	Dan
brat	fan	came	but
cat	Dan	c-ame	fat
bat	bran	h-ut	sat
mat	can	cut	can
rat	man	r-an	man
sat	fan	rut	cut

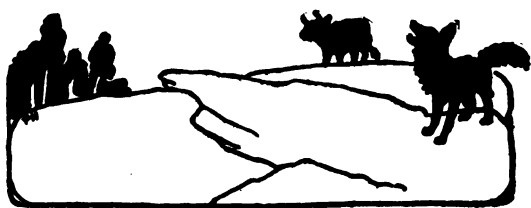
S s L l R r

Most pupils will now be able to name the words below the key words without breaking and reuniting. Use the books for seat work, as well as for recitation.



<u>way</u>	<u>Dover</u>	<u>before</u>	<u>ground</u>
jay	D-over	be-fore	grand
hay	over	fore	gray
gay	Rover	f-ore	
pay	<u>found</u>	ore	bray
day	w-ound	wore	hay
tray	wound	tore	Rover
bay	pound	pore	bound
may	bound	core	tore
ray	get	more	found
say	round	shore	wore
lay	ground	sore	grand

Notice *gr* built from *g* and *r*.



<u>saw</u>	<u>ox</u>	net	<u>take</u>
s-aw	fox	Nell	t-ake
jaw	box	name	Jake
haw		not	wake
taw	<u>Nat</u>	Ned	fake
paw	N-at	no	cake
caw	net	nap	bake
maw	nail	nut	make
raw	Nell	Nan	shake
law	name	nail	rake
jaw	not	Nat	sake
paw	Ned	no	lake

<u>jar</u>	<u>drop</u>	<u>tack</u>	<u>take</u>
tar	dr-op	back	bake
far	hop	Mack	make
car	top	shack	shake
bar	pop	rack	rake
mar	fop	sack	sake
	crop	lack	lake
<u>it</u>	mop	Jack	Jake
hit	shop	Mack	make
pit	sop	back	bake
fit	lop	tack	take
bit	top	rack	rake
sit	hop	sack	sake
lit	drop	lack	lake

<u>in</u>	<u>broken</u>	in	mend
win	broke	to	men-d
tin	en	into	men
pin	broken	in	and
fin	hen	tend	an-d
din	ten	intend	an
bin	pen	some	went
sin	fen	s-ome	wen-t
shin	den	c-ame	wen
grin	Ben	c-ome	sent
	men	come	sen-t
<u>for</u>	wen	in	down
<u>or</u>	then	come	dow-n
nor	broken	income	dow

This page concludes the general work in word building based on the first twenty pages of Book One. The following pages of this book prepare for the pages in the reader as indicated. Let the pupils try to name the words at their seats; follow this by the recitation on word building, and this by the reading lesson.

<u>got</u>	chew	<u>old</u> *	<u>tree</u> *
not	stew	bold	bee
	slew	cold	gee
<u>Jill</u>	knew	fold	see
<u>mill</u>		gold	free
still	<u>lived</u> *	hold	knee
	live	mold	three
<u>flew</u>	lives	told	
dew		old	he
few	<u>worked</u> *	bold	be
mew	work	sold	
new		told	<u>robin</u> *
blew	<u>bed</u>	cold	rob
drew	red	scold	Bob

Note that the key word for a word part is always the same throughout this book, *e.g.* *got* for *ot*, *Jill* for *ill*, etc. The key words are repeated so often that they are immediately recognized and their relatives easily named. Starred words are to be taught as memory words.



PAGE 23

<u>get</u>	<u>then</u>	<u>so</u>	<u>Jill</u>	<u>way</u>
<u>set</u>	<u>ten</u>	<u>go</u>	<u>Bill</u>	<u>day</u>
				play
<u>all</u> *	<u>Bob</u>	<u>ride</u> *	<u>mile</u> *	
<u>ball</u>	<u>cob</u>	<u>hide</u>	<u>file</u>	<u>cheeks</u> *
<u>call</u>	<u>fob</u>	<u>side</u>	<u>pile</u>	<u>peek</u>
<u>fall</u>	<u>job</u>	<u>tide</u>	<u>smile</u>	<u>seek</u>
<u>hall</u>	<u>mob</u>	<u>wide</u>	<u>while</u>	<u>week</u>
<u>tall</u>	<u>rob</u>	<u>bride</u>		
<u>wall</u>	<u>sob</u>	<u>slide</u>	<u>bed</u>	<u>jar</u>
<u>small</u>	<u>knob</u>	<u>glide</u>	<u>sled</u>	<u>far</u>

Let the pupils, at their seats and without the teacher's help, name as many words as possible on the following pages as they are taken up before each lesson. Soon they will be able to name in this way practically all the new words.



PAGE 24

<u>Kate</u> *	<u>meet</u> *	<u>ice</u> *	<u>in</u>
gate	beet	mice	thin
date	feet	nice	
fate	greet	rice	<u>fell</u>
hate	sheet	slice	<u>tell</u>
late	sweet	spice	
mate	street		price
grate		<u>them</u> *	fleet
plate	<u>brother</u> *	gem	skate
skate	other	hem	them
slate	mother	stem	brother

K k N n



PAGES 25-29

<u>crows</u> *	<u>Jack</u>	<u>sun</u> *	<u>at</u>
crow	back	bun	sat
bow	black	fun	
low		gun	<u>it</u>
row	<u>tree</u>	run	sit
blow	free		sitting
flow	three	<u>stone</u> *	running
grow		bone	sobbing
know	<u>tumbling</u>	shone	getting
slow	stumbling	throne	setting
snow	rumbling	alone	hopping



PAGES 30-31

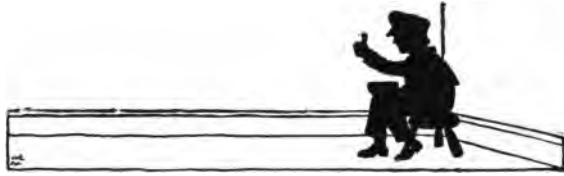
<u>tricks</u> *	<u>crow</u>	<u>fear</u> *	<u>had</u> *
trick	know	ear	bad
Dick		dear	dad
kick		hear	lad
lick	<u>house</u> *	near	mad
pick	mouse	rear	pad
sick		tear	sad
tick	<u>never</u> *	clear	glad
wick	ever		
brick		<u>who</u> *	<u>then</u>
slick	<u>many</u> *	to	den
stick	any	do	men



PAGES 32-33

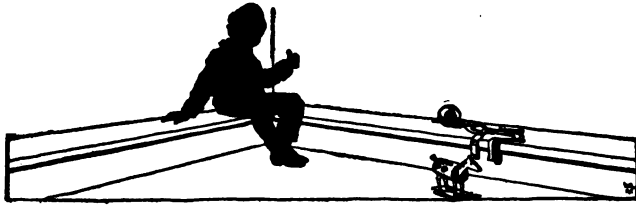
<u>summer</u> *	<u>find</u> *	<u>five</u> *	<u>corn</u> *
sum	kind	dive	morn
gum	blind	hive	born
hum	behind	live	horn
drum		alive	scorn
plum	<u>way</u>	drive	thorn
	say	thrive	
<u>steal</u> *			<u>found</u>
meal	<u>farm</u> *	<u>brother</u>	round
veal	arm	other	around
heal	harm	mother	ground

<u>grapes</u> *	<u>jumped</u> *	<u>eat</u> *	<u>must</u> *
ape	jump	beat	bust
cape	bump	heat	dust
tape	dump	meat	gust
crape	hump	neat	just
scrape	lump	eat	rust
shape	pump	seat	crust
	mumps	bleat	trust
<u>like</u> *	stump	cheat	thrust
dike	clump	treat	
hike	thump	wheat	<u>sour</u> *
pike			our
spike	<u>tried</u> *	<u>could</u>	hour
strike	cried	would	flour
alike	tied	should	scour



PAGE 36

<u>pie</u> *	<u>big</u> *	<u>am</u> *	<u>stuck</u> *
die	dig	dam	buck
lie	fig	ham	duck
tie	jig	jam	luck
	pig	ram	suck
<u>corn</u>	rig	Sam	tuck
<u>her</u>	wig	clam	cluck
er	twig	slam	pluck
corner			shuck
scorn			stuck
scorner	<u>sum</u>	<u>thumb</u> *	truck
Horner	plum	crumb	struck



PAGES 37-43

<u>fine</u> *	<u>Tom</u> *	<u>high</u> *	<u>hair</u> *
line	from	nigh	fair
mine		sigh	pair
nine	<u>many</u>	thigh	chair
pine	any		
vine		<u>in</u>	<u>up</u>
wine	<u>had</u>	din	sup
shine	<u>bad</u>	<u>her</u>	<u>her</u>
		ner	per
<u>your</u> *	<u>trick</u>	dinner	supper
you	stick	skinner	Tupper

Of the new words on pages 37-43, *piece, again, off, meadow, leave,* and *rye* are not used in the word building.

<u>light</u> *	<u>queer</u> *	<u>but</u>	<u>knock</u> *
fight	beer	nut	cock
might	deer	nuts	dock
night	jeer		lock
right	peer	<u>take</u>	mock
sight	cheer	shake	rock
tight	sneer	shakes	sock
bright	steer		block
flight	queer	<u>flew</u>	clock
fright		threw	flock
slight	<u>good</u> *		knock
	hood	<u>fork</u>	
<u>find</u>	wood	cork	<u>his</u>
kind	stood	corks	is

<u>sleep</u> *	<u>thumb</u>	<u>there</u>	<u>cow</u>
deep	crumb	where	bow
keep			how
peep	<u>all</u>	<u>mend</u>	mow
weep	small	tend	now
creep			row
sheep	<u>take</u>	<u>corn</u>	wow
steep	wake	horn	
sweep			<u>table</u> *
	<u>some</u>	<u>way</u>	able
<u>blue</u> *	come	say	stable
due			
clue	<u>crow</u>	<u>away</u>	<u>crow</u>
true	blow	awake	blow

<u>sang</u> *	<u>ran</u>	<u>dog</u> *	<u>pretty</u> *
bang	can	bog	pussy
gang		fog	puppy
hang	<u>going</u>	hog	Nelly
rang	sing	jog	Billy
slang		log	Bobby
sprang	<u>saw</u>	frog	sunny
	caw		
<u>queen</u> *	<u>tree</u>	<u>cow</u>	<u>fox</u>
keen	see	how	foxes
seen			box
green	<u>so</u>	<u>your</u>	boxes
screen	no	you	oxen

Of the new words on pages 45-48, *cheese*, *been*, and *London* are not used in the word building.



PAGES 49-52

<u>boy</u>	<u>down</u>	<u>coat</u> *	<u>long</u> *
toy	town	boat	dong
toys		goat	song
	<u>he</u>	oats	tong
<u>plum</u>	me	coats	prong
drum			wrong
	<u>farm</u>	<u>reach</u> *	strong
<u>bear</u> *	harm	each	
pear		peach	peaches
tear	<u>good</u>	teach	teacher
wear	stood	preach	preacher

Of the new words on pages 49-52, *doll, this, warm, don't, hurt, flowers, very, and want* are not used in the word building.



PAGES 53-56

<u>so</u>	<u>sleep</u>	<u>find</u>	<u>my</u>	<u>took</u> *
<u>Bo-peep</u>		behind	by	book
		<u>sour</u>	cry	cook
<u>stone</u>		our	dry	hook
<u>alone</u>		<u>crow</u>	fly	look
		<u>show</u>	sky	brook
<u>sing</u>	<u>brought</u> *	try	shook	
bring	ought	why	<u>rope</u> *	
	bought		hope	
<u>pail</u>	fought	<u>has</u> *	grobe	
tails	thought	as	slope	

Of the new words on pages 53-56, *can't*, *too*, and *oh* are not used in the word building.

PAGES 57-66

<u>coat</u>	<u>asked</u> *	<u>bare</u> *	<u>him</u> *
goat	ask	care	dim
<u>old</u>	cask	dare	rim
cold	mask	fare	brim
<u>sleep</u>	task	hare	swim
deep	flask	pare	<u>fell</u>
<u>rope</u>	<u>sunning</u>	share	yell
hope	running	scare	yelled
<u>took</u>	fun	spare	<u>tried</u>
looked	funny	stare	cried
<u>at</u>	<u>had</u>	<u>himself</u> *	<u>soon</u>
that	ladder	herself	moon
<u>way</u>	<u>mile</u>	myself	noon
stay	while	yourself	spoon

Of the new words on pages 57-66, *wolf*, *help*, *laughed*, *heard*, *us*, and *here* are not used in the word building.

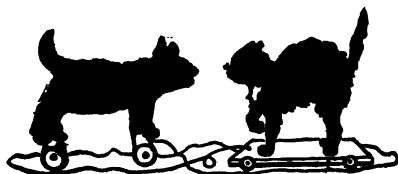


PAGES 67-75

<u>then</u>	<u>Tom</u>	<u>roast</u> *	<u>burn</u> *
when	from	boast	turn
<u>pail</u>	<u>long</u>	coast	churn
sailor	song	toast	<u>my</u>
<u>sea</u> *	<u>chest</u> *	<u>fire</u> *	by
pea	best	hire	<u>flew</u>
tea	jest	tire	grew
<u>he</u>	nest	wire	<u>corn</u>
we	rest	spire	thorn
<u>did</u>	vest	<u>saw</u>	<u>eat</u>
slid	west	paws	eaten

Of the new words on pages 67-75, *monkey, backward, forward, comical, kept, riddle, yellow, and heart* are not used in the word building. Teachers may build them on the board.

<u>hard</u> *	<u>face</u> *	<u>got</u>	<u>sum</u>
card	ace	not	hum
lard	lace	<u>queen</u>	humming
yard	pace	green	drum
<u>scratch</u> *	race	<u>white</u> *	drumming
batch	brace	bite	<u>run</u>
catch	grace	kite	running
hatch	place	mite	sun
latch	space	site	sunning
match	trace	quite	cunning
patch	<u>road</u> *	smite	gunning
snatch	goad	spite	stunning
<u>and</u>	load	write	shunning
hands	toad	sprite	humming



PAGES 76-91

<u>get</u>	<u>whip</u> *	<u>drove</u> *	<u>dog</u>
<u>pet</u>	<u>dip</u>	<u>cove</u>	<u>frog</u>
<u>cap</u>	<u>hip</u>	<u>grove</u>	<u>tried</u>
<u>lap</u>	<u>lip</u>	<u>stove</u>	<u>tied</u>
<u>pie</u>	<u>rip</u>	<u>sing</u>	<u>and</u>
<u>lie</u>	<u>tip</u>	<u>ding</u>	<u>grand</u>
<u>white</u>	<u>chip</u>	<u>thing</u>	<u>other</u>
<u>kite</u>	<u>clip</u>	<u>things</u>	<u>mother</u>
<u>be</u>	<u>drip</u>	<u>wings</u>	<u>grand-</u>
<u>long</u>	<u>skip</u>	<u>ought</u>	<u>mother</u>
<u>belong</u>	<u>ride</u>	<u>fought</u>	<u>scratch</u>
<u>belongs</u>	<u>beside</u>	<u>thought</u>	<u>catch</u>

Of the new words, pages 76-91, *donkey, redbreast, marsh, quarreling, bird, baby's, shall, eagle, lion, coward, policeman, put, Johnny, naughty, poor, father's, which, carry, and nothing's* are not used in the word building. Many of them may be built on the blackboard.



<u>beast</u> *	<u>tree</u>	<u>fur</u> *	<u>fell</u>
east	gee	cur	bell
feast	hee	blur	<u>out</u>
least	<u>at</u>	spur	stout
yeast	bat	<u>long</u>	<u>ice</u>
<u>did</u>	battle	dong	mice
hid	cattle	<u>bed</u>	<u>saw</u>
<u>in</u>	rattle	Ned	haw
win	tattle	<u>came</u>	<u>crow</u>
winner	fat	same	grow
<u>ride</u>	fatter	<u>meet</u>	<u>never</u>
hide	matter	street	ever

<u>get</u>	<u>dance</u> *	<u>took</u>	<u>bed</u>
met	lance	books	led
<u>ear</u>	glance	cooks	<u>read</u> *
dear	chance	<u>then</u>	bead
<u>please</u> *	<u>time</u> *	hen	lead
ease	dime	pen	knead
easy	lime	<u>stuck</u>	<u>made</u> *
<u>could</u>	crime	duck	fade
should	<u>fox</u>	luck	wade
<u>ice</u>	lox	<u>knock</u>	blade
spice	<u>my</u>	cock	grade
<u>pail</u>	sky	lock	shade
tails	<u>way</u>	<u>sing</u>	spade
snails	may	king	trade

Of the new words, pages 92-103, *tune, sugar, women, study, every, goose,* and *turkey* are not used in the word building.

<u>beast</u>	<u>rain</u> *	<u>crow</u>	<u>think</u> *
east	gain	snow	ink
least	main	<u>must</u>	link
<u>chest</u>	pain	just	pink
best	vain	<u>long</u>	sink
west	brain	strong	wink
<u>had</u>	chain	<u>sleep</u>	drink
glad	drain	keep	<u>felt</u> *
fine	grain	<u>take</u>	belt
shine	train	make	melt
<u>hard</u>	<u>ran</u>	<u>flew</u>	<u>cloak</u> *
yard	gan	drew	oak
<u>foxes</u>	began	<u>sailor</u>	soak
boxes	than	tailors	croak

Of the new words on pages 104-109, *wind, north, doth, cloth, does, and goes* are not used in the word building.

<u>ride</u>	<u>save</u> *	<u>afraid</u> *	<u>Jill</u>
<u>slide</u>	<u>cave</u>	<u>aid</u>	<u>kill</u>
<u>crow</u>	<u>gave</u>	<u>laid</u>	<u>saw</u>
<u>snow</u>	<u>pave</u>	<u>maid</u>	<u>gnaw</u>
<u>snowy</u>	<u>rave</u>	<u>paid</u>	<u>fore</u>
<u>queen</u>	<u>wave</u>	<u>knock</u>	<u>more</u>
<u>seen</u>	<u>brave</u>	<u>rocks</u>	<u>tree</u>
<u>ear</u>	<u>grave</u>	<u>dock</u>	<u>free</u>
<u>near</u>	<u>shave</u>	<u>clock</u>	<u>pull</u>
<u>hear</u>	<u>slave</u>	<u>pocket</u>	<u>full</u>
<u>much</u> *	<u>o</u>	<u>get</u>	<u>stuck</u>
<u>such</u>	<u>pen</u>	<u>net</u>	<u>struck</u>
<u>roar</u> *	<u>open</u>	<u>white</u>	<u>south</u>
<u>oar</u>	<u>opened</u>	<u>bite</u>	<u>mouth</u>

Of the new words on pages 111-125, *noise, thousand, safe, larger, fierce, terrible, next, first, through, even, sixpence, twenty, Norwich, porridge, buy, easy, daily, and simple* are not used in the word building.

<u>doll</u>	<u>flew</u>	<u>hung</u> *	<u>head</u>
dolly	new	bung	bread
jolly	<u>sing</u>	lung	<u>at</u>
<u>bark</u> *	spring	sung	fat
dark	<u>bed</u>	rung	pat
mark	fed	stung	patted
market	<u>fell</u>	hungry	<u>take</u>
park	sell	<u>burn</u>	bake
spark	<u>dog</u>	burnt	baked
<u>hickery</u>	hog	<u>planting</u> *	<u>bare</u>
dickery	jog	plant	scare
<u>dish</u> *	<u>and</u>	ant	scared
fish	stand	grant	<u>bat</u>
wish	standing	slant	batted

BOOK TWO

PAGES 5-13

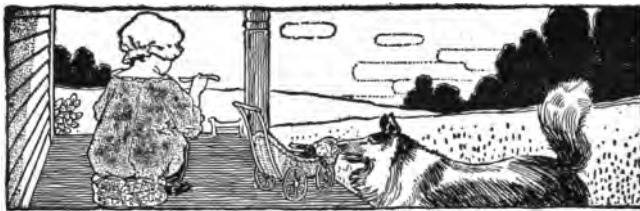
<u>he</u>	<u>them</u>	<u>her</u>	<u>lived</u>	trips
re	mem	ber	live-d	goods
remember			<u>came</u>	sales
<u>Joe</u> *	<u>sale</u> *		name-d	caves
doe	ale		named	
foe	gale	<u>but</u>	<u>her</u>	<u>down</u>
hoe	pale	but	ter	frown
roe	tale	butter		<u>goods</u>
toe	whale	stutter		good
<u>whip</u>	<u>save</u>	<u>trick</u>		wood
trip	cave	sick		woods
strip	grave	sickly		hoods

Notice the building of *remember* and *named*, and that the key words for the word parts are unchanged from Book One.

Of the new words on pages 5-13, *only* and *wonder* are not used in the word building.

<u>them</u>	<u>tree</u>	<u>at</u>	<u>wife</u> *
Lem	Lee	Sprat	life
<u>my</u>	<u>sparrow</u> *	<u>pie</u>	knife
fly	arrow	die	strife
<u>thrush</u> *	narrow	<u>full</u>	<u>lean</u> *
hush	<u>table</u>	bull	mean
rush	cable	<u>ice</u>	clean
brush	stable	rice	<u>dove</u> *
<u>hammock</u> *	<u>tuffet</u>	<u>chest</u>	love
cammock	stuff	nest	glove
<u>hassock</u> *	muff	<u>carry</u>	shove
cassock	muffet	marry	above

Of the new words on pages 14-16, *Monday*, *carried*, *mourned*, *Hubbard*, *cupboard*, and *pantry* are not used in the word building.



PAGES 17-21

<u>stuck</u>	<u>Monday</u>	<u>wait</u> *	<u>rain</u>	
<u>Tucker</u>	<u>wonder</u>	<u>bait</u>	<u>grain</u>	
<u>sleep</u>	<u>Simon</u>	<u>gaiters</u>	<u>head</u>	
<u>sleepy</u>	<u>big</u>	<u>riddle</u>	<u>dead</u>	
<u>dolly</u>	<u>pig</u>	<u>fiddle</u>	<u>eat</u>	
<u>dollie</u>	<u>child</u> *	<u>ride</u>	<u>meat</u>	
<u>collie</u>	<u>wild</u>	<u>rider</u>	<u>sniffed</u> *	
<u>greed</u> *	<u>reach</u>	<u>spider</u>	<u>sniff</u>	
<u>greedy</u>	<u>each</u>	<u>light</u>	<u>then</u>	<u>lived</u>
<u>need</u>	<u>stone</u>	<u>fright</u>	<u>en</u>	<u>ed</u>
<u>needy</u>	<u>bone</u>	<u>frightened</u>		

Of the new words on pages 17-21, *wise*, *bowl*, *wool*, and *curds* are not used in the word building.

<u>am</u>	<u>fell</u>	<u>most</u> *	<u>cow</u>	<u>bark</u>
cam	el	post	owl	dark
camel		host	howl	<u>too</u>
<u>I</u>	<u>her</u>	ghost	fowl	moo
ti	ger	<u>ran</u>	growl	mooed
tiger		ban	<u>strip</u>	<u>stripe</u> *
<u>a</u>	<u>tree</u>	banner	trip	tripe
a	gree	rab	rip	ripe
agree		it	grip	gripe
<u>he</u>	<u>ride</u>	bit	snip	snipe
de	cide	rabbit	<u>man</u>	<u>mane</u> *
decide		<u>rough</u>	can	cane
running		tough	pan	pane
cunning		enough	plan	plane

<u>glossy</u> *	<u>up</u>	<u>way</u>	<u>trunk</u> *	
gloss	uss	bray	bunk	
<u>ell</u>	fuss	brayed	junk	
ess	fussy	<u>hair</u>	punk	
dress	dressy	fair	sunk	
<u>ill</u>	moss	fairly	chunk	
iss	mossy	<u>fear</u>	drunk	
miss	kiss	ears	skunk	
<u>at</u>	hiss	<u>jump</u>	spunk	
ass	glass	humps	stunk	
grass	glassy	<u>neck</u> *	shrunk	
<u>at</u>	<u>is</u>	<u>tied</u>	check	cheek
sat	is	fied	peck	peek
satisfied		speck	speak	

Of the new words on pages 23-30, *animals, once, beautiful, elephant, sure, wisdom, half, eyes*, and *except* are not used in the word building.



PAGES 31-39

<u>taste</u> *	<u>bare</u>	<u>air</u>	<u>then</u>
<u>haste</u>	<u>hare</u>	<u>hair</u>	<u>pen</u>
<u>paste</u>	<u>fare</u>	<u>fair</u>	<u>penny</u>
<u>greed</u>	<u>pare</u>	<u>pair</u>	<u>salt</u> *
<u>deed</u>	<u>tare</u>	<u>stair</u>	<u>halt</u>
<u>indeed</u>	<u>stare</u>	<u>pail</u>	<u>malt</u>
<u>dish</u>	<u>pale</u>	<u>sail</u>	<u>shoot</u> *
<u>fishing</u>	<u>sale</u>	<u>hail</u>	<u>hoot</u>
<u>fishes</u>	<u>hale</u>	<u>tail</u>	<u>boot</u>
<u>trick</u>	<u>tale</u>	<u>mail</u>	<u>root</u>
<u>pricked</u>	<u>whale</u>	<u>fail</u>	<u>scoot</u>

Of the new words on pages 31-39, *because*, *finger*, and *sieve* are not used in the word building.



<u>my</u>	then	<u>meet</u>	<u>kiss</u>
<u>dry</u>	kiss	sweet	kisses
<u>fill</u>	little	<u>chest</u>	kissing
<u>till</u>	thistle	est	missing
<u>did</u>	whistle	sweetest	hissing
<u>bids</u>	<u>bed</u>	<u>all</u> <u>most</u>	<u>those</u>
<u>hunt</u> *	<u>bad</u>	<u>almost</u>	<u>hose</u>
<u>bunt</u>	bid	<u>went</u>	nose
punt	bud	<u>hunt</u>	rose
runt	bit	ant	roses
blunt	bat	hint	pose
grunt	bet	dress	chose
stunt	bottle	grass	close

<u>crow</u>	<u>bare</u>	<u>bush</u>	<u>thrush</u>
<u>bow</u>	<u>fare</u>	<u>push</u>	<u>rush</u>
<u>out</u>	<u>fell</u>	<u>own</u>	<u>down</u>
<u>bout</u>	<u>well</u>	<u>grown</u>	<u>brown</u>
<u>about</u>	<u>farewell</u>	<u>blown</u>	<u>crown</u>
<u>sparrow</u>	<u>Bob</u>	<u>rabbit</u>	<u>mend</u>
<u>arrow</u>	<u>sob</u>	<u>grab</u>	<u>send</u>
<u>dove</u>	<u>sobbing</u>	<u>ab</u>	<u>early</u>
<u>love</u>	<u>flew</u>	<u>got</u>	<u>ear-ly</u>
<u>roll</u>	<u>knew</u>	<u>bot</u>	<u>thin</u>
<u>toll</u>	<u>old</u>	<u>abbot</u>	<u>ear-th</u>
<u>high</u>	<u>told</u>	<u>all</u>	<u>earth</u>
<u>sigh</u>	<u>at</u>	<u>ball</u>	<u>earn</u>
<u>sighing</u>	<u>flat</u>	<u>called</u>	<u>learn</u>

Of the new words on pages 41-51, *country*, *great*, *questions*, *answer*, *surprised*, *million*, *God*, and *image* are not used in the word building.



PAGES 53-61

<u>at</u> <u>her</u>	<u>fin</u>	<u>fine</u>	<u>room</u>
<u>plat</u> <u>ter</u>	<u>din</u>	<u>dine</u>	<u>boom</u>
<u>platter</u>	<u>pin</u>	<u>pine</u>	<u>doom</u>
<u>find</u> <u>dress</u>	<u>pinning</u>	<u>pinning</u>	<u>bloom</u>
<u>kindness</u>	<u>sinning</u>	<u>dining</u>	<u>broom</u>
<u>get</u> <u>her</u>	<u>trick</u>	<u>use</u> *	<u>us</u>
<u>better</u>	<u>lick</u>	<u>fuse</u>	<u>fuss</u>
<u>way</u> <u>Kate</u>	<u>licked</u>	<u>amuse</u>	<u>muss</u>
<u>playmate</u>	<u>wife</u>	<u>abuse</u>	<u>buss</u>
<u>fore</u>	<u>knife</u>	<u>dance</u>	<u>steal</u>
<u>store</u>	<u>much</u>	<u>dunce</u>	<u>deal</u>
<u>story</u>	<u>such</u>	<u>fence</u>	<u>squeal</u>

Of the new words on pages 53-61, *praise*, *strength*, *washing*, and *watch* are not used in the word building.

PAGES 62-81

<u>queen</u>	<u>old</u>	<u>himself</u>	<u>fiddle</u>
ween	sold	herself	middle
tween	<u>walk</u>	myself	ripple
between	talk	yourself	apple
lean	<u>all</u>	themselves	battle
clean	tall	<u>speak</u> *	bottle
cleaned	stall	peak	<u>take</u>
<u>Dutch</u> *	<u>fear</u>	peek	lake
Nutch	nearly	weak	drake
<u>mane</u> <u>way</u>	<u>cart</u> *	week	<u>hair</u>
ma lay	start	sneak	pair
Malay	smart	squeak	pare

Of the new words on pages 62-81, *voice*, *field*, *Jerry*, and *trouble* are not used in the word building.

<u>up</u>	<u>dog</u>	<u>had</u>	<u>top</u>
yup	hog	hid	stop
<u>tough</u>	hoggy	hod	hop
rough	woggy	bad	hope
enough	Jill	bid	rope
<u>greed</u>	Will	bud	cop
needs	Bill	cud	cope
<u>and</u> <u>her</u>	<u>ran</u>	<u>hunt</u>	lop
gander	Nan	grunt	lope
lander	Willy	bed	mop
<u>edge</u> *	Billy	ed	mope
hedge	Nanny	grunted	pop
ledge	Fanny	<u>old</u>	Pope
wedge	<u>flew</u>	olt	slop
sledge	chewing	colt	slope

<u>way</u>	<u>sale</u>	<u>mend</u>	<u>kitchen</u> *
bray	mile	end	kitch
brayer	hole	and	itch
<u>trick</u>	<u>use</u>	<u>find</u>	hitch
kicker	amuse	ond	pitch
<u>fur</u>	mule	pond	witch
furry	<u>fast</u>	jar	stitch
hurry	past	gar	switch
<u>dress</u>	sure	then	twitch
less	ure	den	<u>sea</u>
<u>sun</u>	pasture	garden	peas
unless	<u>up</u>	<u>cart</u> *	see
<u>fire</u>	upper	start	me
hired	<u>ran</u>	started	she
tired	pan	starting	eat

big	lug	<u>but</u>	<u>thumb</u>
bed	pug	cut	crumb
beg	drug	it	lamb
leg	snug	pit	limb
keg	shrug	<u>my</u>	slim
peg	big	cry	<u>am</u>
dog	beg	why	ham
but	bug	<u>sun cap</u>	tham
dug	bat	un hap	Gotham
bug	bag	unhappy	<u>wise</u>
hug	nag	<u>Monday</u>	rise
mug	rag	monkey	arise
rug	stag	money	<u>carry</u>
jug	flag	wonder	marry

Of the new words on pages 82-103, *says, clothes, pudding, board, Mr., frozen, breakfast, shoulder, fourth, second, friends, and lose* are not used in the word building.

<u>lost</u>	<u>much</u>	<u>dove</u>	<u>ran</u> <u>cheek</u>
last	uch	above	an ch
lest	ich	cover	anch
list	rich	covered	branch
sister	<u>cow</u>	<u>meet</u>	branches
twist	bow	eet	ench
twister	wow	cheek	trench
<u>had</u>	<u>caw</u>	eeek	trenches
daddy	awl	sleep	inch
<u>rain</u>	crawl	eep	inches
Spain	bawl	queen	unch
<u>cap</u>	shawl	een	lunch
trap	sprawl	greed	lunches
<u>way</u>	<u>trick</u>	eed	punch
graylegs	picked	heel	crunch

<u>steal</u>	<u>cow</u>	<u>shoot</u>	<u>bird</u>
steel	owl	oot	ird
heel	howl	root	erd
heal	howled	<u>room</u>	herd
peal	<u>bag</u>	oom	urd
peel	dragged	boom	curds
meal	<u>sun</u>	<u>soon</u>	ord
<u>those</u>	stun	oon	word
rose	stunned	moon	ard
arose	<u>queer</u>	<u>food</u>	hard
<u>chief</u>	peer	ood	<u>crow</u>
thief	old	oop	mowing
<u>burn</u>	scold	stoop	<u>Jack</u>
urn	<u>light</u>	stooped	pack
turn	fighting	stooping	packing

<u>my</u>	<u>take</u>	<u>speak</u>	<u>himself</u>
lying	taken	squeak	self
<u>cloak</u>	<u>chest</u>	<u>struck</u>	dish
oak	rest	cluck	ish
<u>or</u>	<u>too</u>	<u>door</u>	selfish
sorry	doodle	floor	<u>neighed</u>
<u>steal</u>	cackle	<u>made</u>	neigh
squeal	<u>Jack</u>	shade	weigh
squealed	queen	<u>blue</u>	sleigh
<u>out</u>	quack	true	neigh
oud	<u>muffet</u>	<u>good</u>	or
loud	stuff	wooden	bor
louder	<u>out</u>	<u>all</u> <u>so</u>	neighbor
loudly	shout	also	reindeer

Of the new words on pages 104-158, *iron*, *doesn't*, *galloping*, *course*, *barrel*, *huh*, *traveled*, *dough*, *angry*, and *front* are not used in the word building.

<u>trick</u>	<u>live</u>	<u>neck</u>	<u>oak</u>
queen	give	peck	road
quickly	<u>lean</u>	pecking	oad
<u>bear</u>	mean	<u>Monday</u>	oat
wear	<u>frightened</u>	sing	coat
<u>take</u>	blackened	mong	oaf
cakes	<u>money</u>	among	loaf
baking	him	<u>is</u>	<u>all</u>
<u>or</u>	chimney	ise	smaller
ort	<u>ground</u>	rise	<u>queen</u>
short	wound	ese	een
snort	<u>five</u>	these	eem
<u>dove</u>	driveway	et	seem
oven	<u>fiddle</u>	ete	<u>dough</u>
cover	bubbled	Peter	though



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